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(Original Signature of Member)

118TH CONGRESS
1ST SESSION

H. R. _____

To require the USAID Youth Coordinator, in their role as defined by the USAID Youth Policy, to coordinate cross-sectoral international development efforts related to youth, inclusive of youth, peace, and security, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

Ms. MENG introduced the following bill; which was referred to the Committee
on _____

A BILL

To require the USAID Youth Coordinator, in their role as defined by the USAID Youth Policy, to coordinate cross-sectoral international development efforts related to youth, inclusive of youth, peace, and security, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Youth, Peace, and Se-
5 curity Act of 2023”.

1 **SEC. 2. FINDINGS.**

2 Congress makes the following findings:

3 (1) As of 2023, there are an estimated 2.4 bil-
4 lion people in the world between the ages of 10–29
5 years of age, which represents the largest number of
6 young people to have existed in human history, with
7 90 percent of youth (ages 15–24) in developing
8 countries, and 1 out of every 4 young people directly
9 affected by conflict, violence, and crisis.

10 (2) More than 1 billion children and youth are
11 exposed to violence each year. Failure to properly
12 address adversity experienced during childhood (ages
13 0–17) and youth (ages 10–29) can lead to lifelong
14 deficiencies and compromises future opportunities
15 for individual, community, and national develop-
16 ment.

17 (3) The majority of the population in many
18 conflict-affected countries is younger than 20 years
19 of age, with some countries having more than 70
20 percent of the population who are younger than 30
21 years of age.

22 (4) Only 2.2 percent of parliamentarians are
23 under 30, and less than 1 percent are young women.
24 Youth therefore remain underrepresented around the
25 world in peacebuilding, political decision-making
26 processes, conflict prevention, management, and res-

1 olution, and post-conflict resolution relief and recov-
2 ery efforts. As a consequences, youth may turn from
3 institutional politics as they feel their governments
4 are not addressing critical issues they care about.

5 (5) When we fail to effectively engage youth, it
6 can lead to violence, instability, unrest, and irregular
7 and forced migration. For example, Sub-Saharan Af-
8 rica hosts more than 26 percent of the world's 52
9 million refugees and internally displaced persons
10 (IDPs), of which approximately 50 percent are
11 youth. In Latin America and the Caribbean there
12 are 6.3 million migrants that are under 18 years old,
13 and most migrants from this region come from frag-
14 ile states with economic and political instability,
15 where youth can be the deliberate targets of vio-
16 lence.

17 (6) Adverse climate impacts, increased food in-
18 security and malnutrition, rising debt, growing in-
19 equality, price shocks and inflation, democratic re-
20 cession, and the continued impacts of COVID on
21 service delivery contribute to the instability of com-
22 munities, disproportionately impacting the economic,
23 educational, and security prospects of youth, and
24 their mental health and wellbeing.

1 (7) Digital transformation has dramatically
2 changed industries, governments, economies, and so-
3 cieties. Digital ecosystems, consisting of stake-
4 holders, systems, and enabling environments, can
5 empower people and communities to use digital tech-
6 nology to access services, engage with others, and
7 pursue economic opportunities in partner countries.
8 Digital ecosystems also come with risks of increasing
9 inequality, repression, and instability.
10 Unsurprisingly, the rise of digital technology has
11 had a profound impact on young people, raising new
12 opportunities and challenges alike for youth, peace
13 and security, from youth mental health and
14 wellbeing to online recruitment and mobilization to
15 online peacebuilding movements.

16 (8) Youth and youth-led groups and movements
17 have demonstrated the capacity of young people to
18 play critical roles in calling for reform through, for
19 example, nonviolent action and peaceful protests to
20 hold governments accountable and attempt to de-
21 crease or prevent authoritarianism in their countries,
22 by serving as a bridge between traditional commu-
23 nity values and cultural globalization, and by build-
24 ing diverse coalitions that advance more peaceful

1 and democratic outcomes for their communities and
2 countries, including—

3 (A) deescalating destructive conflict and
4 helping prevent the spread of conflict;

5 (B) discouraging anti-social youth mobili-
6 zation among peers;

7 (C) preventing recurring cycles of violence;

8 (D) encouraging defection from armed
9 groups and social reintegration of ex-combat-
10 ants;

11 (E) improving the effectiveness and sus-
12 tainability of peace and political processes;

13 (F) improving social cohesion between and
14 among groups, peers, and associates;

15 (G) building resilience to violence and re-
16 cruitment;

17 (H) helping to identify and improve liveli-
18 hood options for youth and their families, and
19 communities impacted by crisis and conflict;
20 and

21 (I) contributing to improved and more in-
22 clusive democracy and governance.

23 (9) Youth are critical actors and partners in de-
24 velopment at all levels of society. The meaningful in-
25 clusion of youth in the design and delivery of

1 projects and strategies, including those focused on
2 youth, peace and security, can contribute to better
3 and more sustainable outcomes.

4 (10) Preventive, resilience-based, and cross-cut-
5 ting youth-inclusive approaches are more effective at
6 reducing physical and psychological violence than
7 hard security responses and at-risk and remedial ap-
8 proaches, which are often counterproductive.

9 (11) Youth who have participated in United
10 States-supported civic engagement and development
11 programs are less likely to participate in or support
12 political violence.

13 (12) Youth participation in the design and im-
14 plementation of community development strategies is
15 critical for effectively reducing violence and extre-
16 mism, and increasing young peoples' education, eco-
17 nomic opportunity and empowerment, civic engage-
18 ment, and positive health outcomes, which can con-
19 tribute to peace and stability.

20 (13) Young people around the world, particu-
21 larly adolescent girls and members of the
22 LGBTQI+ community, but also young men and
23 boys, are disproportionately affected by all forms of
24 violence. This includes, but is not limited to, risks
25 associated with technology facilitated violence, such

1 as intimidation, harassment, exploitation, abuse,
2 trafficking, misinformation, disinformation,
3 malinformation, data tracking, and other threats,
4 which warrant increased attention. Such risks also
5 inhibit young peoples' ability to participate in digital
6 networks, democracy rights and governance and
7 peacebuilding movements.

8 (14) A study by PLAN International, which
9 surveyed girls in 22 countries, found that—

10 (A) 58 percent of respondents reported
11 that they had personally experienced some form
12 of online harassment on social media platforms;

13 (B) activists attracted particular vitriol
14 and attention; and

15 (C) 47 percent of respondents reported
16 that they had been attacked for their opinions.

17 (15) The shrinking of global civic spaces facing
18 youth, as documented in the United Nations Office
19 of the Secretary-General's Envoy on Youth's report,
20 "If I Disappear", shows the complexity of the grave
21 threats, challenges, and barriers against diverse
22 groups of youth active in the civic space, taking the
23 forms of sociocultural, financial, political, legal, dig-
24 ital, and physical. Shrinking civic and political
25 spaces challenge the ability of youth to contribute to

1 society effectively and meaningfully, often resulting
2 in declining trust in government institutions among
3 youth, leading to youth directing social, civic, and
4 political participation to informal channels.

5 (16) Many national and international mecha-
6 nisms for the protection of human rights defenders,
7 peacebuilders, and humanitarians usually apply to
8 adults (individuals over the age of 29) excluding
9 youth (age 29 and younger) due to their age.

10 (17) United Nations Security Council Resolu-
11 tion 2250 on Youth, Peace, and Security, which was
12 adopted on December 9, 2015, formalized an inter-
13 national framework to address the role of youth in
14 building and sustaining peace and preventing con-
15 flict.

16 (18) United Nations Security Council Resolu-
17 tion 2419 on Youth, Peace, and Security, which was
18 adopted on June 6, 2018, calls for increasing and
19 formalizing the role of youth in negotiating and im-
20 plementing peace agreements.

21 (19) United Nations Security Council Resolu-
22 tion 2535 on Youth, Peace, and Security, which was
23 adopted on July 14, 2020, advocates for the in-
24 creased protection of youth peacebuilders at risk of
25 violence, creates a two-year reporting mechanism on

1 Youth, Peace, and Security, and recognizes the crit-
2 ical role of youth in mitigating humanitarian crises,
3 such as COVID–19.

4 **SEC. 3. SENSE OF CONGRESS.**

5 It is the sense of Congress that the United States
6 Government should, consistent with the priorities of
7 USAID’s 2022 Youth In Development Policy—

8 (1) apply Do No Harm principles, while recog-
9 nizing that engaging young people as partners in
10 peacebuilding and humanitarian activities is critical
11 in fragile environments;

12 (2) promote the meaningful and inclusive en-
13 gagement of youth in peacebuilding and conflict pre-
14 vention, management, and resolution, as well as
15 post-conflict relief and recovery efforts and proc-
16 esses, reinforced through diplomatic efforts and pro-
17 grams;

18 (3) provide assistance to and build the capacity
19 of youth-led organizations dedicated to advancing
20 peace and review administrative and bureaucratic
21 impediments to achieving this aim;

22 (4) build on new learning and existing United
23 States Government strategies addressing youth,
24 peace, and security, including the Women, Peace
25 and Security Act of 2017 (Public Law 115–68) and

1 the Action Plan developed pursuant to section 8, to
2 ensure that—

3 (A) there is meaningful, inclusive and equi-
4 table participation of diverse youth in decision
5 making at all levels;

6 (B) such decision making is designed and
7 assessed in consultation with youth representing
8 diverse identities and situations, including
9 youth from marginalized and underrepresented
10 groups, including young women and girls,
11 LGBTQI+ youth, indigenous youth, and youth
12 with disabilities;

13 (C) ensure that the voices, experiences,
14 and perspectives of local youth are heard and
15 valued, and create accessible platforms for dia-
16 logue and participatory processes that allow
17 them to contribute to decision-making, peace
18 negotiations, and policy development at the
19 local and municipal levels; and

20 (D) recognize that youth, including young
21 women and girls, are not a homogenous group
22 and have diverse experiences and perspectives,
23 and ensure inclusivity by engaging and incor-
24 porating the perspectives of marginalized and
25 underrepresented youth, girls, and young

1 women, including those from minority commu-
2 nities, indigenous backgrounds, and rural areas;
3 (5) integrate youth outreach and engagement
4 into relevant conflict-resolution, leadership, democ-
5 racy, and governance programs supported by the
6 United States Government; and

7 (6) include policies that are specific to boys and
8 girls at various ages and programming in the design,
9 implementation, and evaluation of relevant United
10 States foreign assistance programs.

11 **SEC. 4. STATEMENT OF POLICY.**

12 It shall be the policy of the United States to promote
13 the inclusive and meaningful participation of youth in
14 peacebuilding and conflict prevention, management, and
15 resolution, and post-conflict relief and recovery efforts, re-
16 inforced through diplomatic efforts and assistance pro-
17 grams that—

18 (1) elevate and incorporate the perspectives and
19 interests of affected youth into conflict-prevention,
20 violence-reduction, and post-conflict peacebuilding
21 activities and strategies;

22 (2) increase meaningful and inclusive youth en-
23 gagement in program planning and policy develop-
24 ment related to conflict prevention and violence re-
25 duction, democracy and governance, and security

1 sector initiatives funded by the United States Gov-
2 ernment;

3 (3) promote the safety, security, and dignity of
4 youth in crisis, conflict, and other fragile environ-
5 ments;

6 (4) provide technical and financial support to
7 diverse youth-led groups, initiatives, and innovations
8 working on issues of peace and security;

9 (5) support greater access of youth-led and
10 youth-serving organizations who are traditionally
11 less represented in peacebuilding and conflict pre-
12 vention programming to United States foreign as-
13 sistance aid distribution mechanisms and services;

14 (6) advance civic education in formal and non-
15 formal settings, increase youth civic and political
16 participation and representation, and bolster collec-
17 tive action and leadership that improve democracy,
18 peace, and security outcomes;

19 (7) encourage partner governments to adopt
20 plans to increase meaningful and inclusive youth en-
21 gagement in peace and security processes and deci-
22 sion-making institutions;

23 (8) recognize the unique context underrep-
24 resented and marginalized youth, including girls and
25 young women, experience in conflict and violence

1 settings by adjusting programs and policies that per-
2 tain to the achievement of the strategy and policy
3 goals of this Act—

4 (A) to protect youth population that are
5 especially vulnerable, including girls and young
6 women, and to ensure their online and offline
7 safety, security, and dignity;

8 (B) to support their equal access to aid
9 and development assistance;

10 (C) to prioritize programs to improve out-
11 comes in inclusion, equality, and empowerment;
12 and

13 (D) to recognize the critical roles and
14 agency of young people in peacebuilding, recov-
15 ery, and development and prioritize the inclu-
16 sion of underrepresented and marginalized
17 youth in these processes and efforts;

18 (9) recognize the unique challenges facing youth
19 affected by conflict and violence in the areas of—

20 (A) trauma, psychosocial, and mental
21 health issues;

22 (B) stigma and other challenges with com-
23 munity reintegration after conflict or gang asso-
24 ciation, such as access to education, training,

1 and economic opportunity, and a lack of access
2 to related services; and

3 (C) a lack of access to education, training,
4 and economic opportunity in pre-conflict, con-
5 flict and post-conflict settings; and

6 (10) recognize the unique challenges facing
7 young people from a variety of different back-
8 grounds and demographics including but not limited
9 to, race, religion, ethnicity, linguistics, caste, and
10 youth with disabilities.

11 **SEC. 5. USAID YOUTH COORDINATOR.**

12 (a) IN GENERAL.—The Secretary of State, in con-
13 sultation with the Administrator of the United States
14 Agency for International Development (USAID) shall re-
15 quire the USAID Youth Coordinator, in their role as de-
16 fined by the USAID Youth Policy, to coordinate cross-sec-
17 toral international development efforts related to youth,
18 inclusive of youth, peace, and security.

19 (b) DELEGATION.—At the discretion of the Secretary
20 of State, the authority to require the USAID Youth Coor-
21 dinator to fulfill this role may be delegated by the Sec-
22 retary of State to the Administrator of the United States
23 Agency for International Development (USAID).

24 (c) DUTIES.—The USAID Youth Coordinator shall—

1 (1) have the primary responsibility for the advoca-
2 cacy and integration of youth into USAID initia-
3 tives, oversee the youth and development policy co-
4 herence, support implementation and training; and
5 serve as a senior representative on youth issues in
6 the interagency and external community;

7 (2) lead the development and implementation of
8 the United States Foreign Assistance Youth, Peace
9 and Security Action Plan in accordance with section
10 8;

11 (3) lead revision, not less frequently than once
12 every 5 years of such Plan;

13 (4) oversee the interagency coordination as pro-
14 vided for under section 6, by engaging Youth, Peace
15 and Security policy and program experts across Fed-
16 eral agencies to inform the development, implemen-
17 tation, and revision such Plan;

18 (5) facilitate outreach to and exchange with
19 multilateral agencies and other youth, peace, and se-
20 curity stakeholders established under section 6 to in-
21 form such Plan, by carrying out—

22 (A) outreach to facilitate exchange between
23 USAID and a diverse range of youth leaders,
24 youth-led organizations, and youth-serving or-
25 ganizations advancing youth, peace, and secu-

1 rity to inform and provide recommendations to
2 improve the Action Plan; and

3 (B) engagement with multilateral agencies
4 and international organizations to inform the
5 development, implementation, and revision of
6 the Action Plan; and

7 (6) support, consistent with USAID's Policy for
8 Youth in Development, the designation of a Youth
9 Point of Contact (YPOC) in USAID Bureaus and
10 diplomatic overseas Mission, as selected by such mis-
11 sions and bureaus.

12 (d) RESTRICTION ON ADDITIONAL OR SUPPLE-
13 MENTAL COMPENSATION.—The USAID Youth Coordi-
14 nator shall receive no additional or supplemental com-
15 pensation as a result of carrying out responsibilities and
16 duties under this section.

17 **SEC. 6. COORDINATION.**

18 To advance coordination for cross-sectoral inter-
19 national development efforts related to youth, inclusive of
20 youth, peace and security, the USAID Youth Coordinator
21 shall—

22 (1) serve as the focal point for intra agency and
23 interagency coordination of youth, peace, and secu-
24 rity initiatives between USAID and other United
25 States Government peacebuilding offices, entities,

1 and partners including the Executive Office of the
2 President, the National Security Council, the De-
3 partment of Defense, the Department of State, the
4 Peace Corps, and the Millennium Challenge Cor-
5 poration, and the US Institute of Peace;

6 (2) support an interagency working group fo-
7 cused on the harmonization of the United States
8 Foreign Assistance Youth, Peace, and Security Ac-
9 tion Plan established under section 7 with ap-
10 proaches and key learning from existing peace and
11 security strategies, such as the United States Strat-
12 egy on Women, Peace, and Security and the Global
13 Fragility Act, and leverage learning other relevant
14 policies and strategies to inform the Action Plan's
15 approach, such as USAID's Digital Strategy the
16 USG Global Strategy to Empower Adolescent Girls;
17 and

18 (3) engage multilateral agencies and other key
19 youth, peace, and security stakeholders from the im-
20 plementing community, youth-led organizations, and
21 the private sector to help inform the development of
22 the Action Plan, including by—

23 (A) engaging the multilateral community
24 in a call to action to help inform and surface
25 key evidence, data, and measurement indicators

1 to track youth in development and youth, peace
2 and security programming; and

3 (B) engaging youth-led and youth-serving
4 organizations and networks to inform youth en-
5 gagement in the Action Plan.

6 **SEC. 7. UNITED STATES FOREIGN ASSISTANCE YOUTH,**
7 **PEACE, AND SECURITY ACTION PLAN.**

8 (a) IN GENERAL.—Not later than one year after the
9 date of the enactment of this Act, the SAID Youth Coordi-
10 nator, in coordination with the USAID Administrator and
11 the Secretary of State, and Secretary of Defense, shall co-
12 ordinate the development and implementation of the
13 United States Foreign Assistance Youth, Peace, and Secu-
14 rity Action Plan to accomplish the policy objective de-
15 scribed in section 4, which shall—

16 (1) consistent with the goals, priorities, and ap-
17 proach of the USAID Youth In Development Policy,
18 identify barriers and opportunities to meaningfully
19 integrate and engage diverse youth in the full pro-
20 gram cycle of interventions that are relevant to
21 youth, peace, and security (e.g., youth-led research,
22 assessment, and consultation; program design and
23 implementation; monitoring, learning, and evalua-
24 tion).

1 (2) prioritize funding programs that build the
2 assets, agency, and capacity of youth engaged in
3 peacebuilding, violence prevention, mediation, nego-
4 tiation, and peacekeeping, at the community level
5 and through meaningful youth participation in deci-
6 sion-making and in formal spaces and institutions;

7 (3) ensure that capacity-building and youth en-
8 gagement programs take a systems-based and inter-
9 generational approach by engaging key institutions
10 and stakeholders. such as peers and peer mentors,
11 family and community members, educators, religious
12 leaders, and policy leaders;

13 (4) encourage the development of youth-inclu-
14 sive reconciliation, disengagement, and reintegration
15 programs;

16 (5) support inclusive education with a focus on
17 mother-language and cultural pride, and context-spe-
18 cific critical thinking skills, relationship-based and
19 skill-building learning, and conflict resolution;

20 (6) through the USG's geographical reach, ex-
21 perience working with vulnerable children and youth
22 on the ground, existing partnerships and themati-
23 cally linked programs, and USAID's Digital Strat-
24 egy as a vehicle, address diverse forms of digital

1 harm to children and youth, learn from these experi-
2 ences and continue to strengthen interventions;

3 (7) utilize and promote safe and accessible dig-
4 ital platforms and networks to strengthen and pro-
5 mote youth dialogue and participation in
6 peacebuilding efforts;

7 (8) specifically address the impact that the
8 growing digital ecosystem play in—

9 (A) achieving or impeding the inclusive
10 and meaningful participation of youth in
11 peacebuilding efforts and political processes;
12 and

13 (B) radicalization and recruitment;

14 (9) include youth in assessments of United
15 States peace and security initiatives;

16 (10) encourage government partners to ensure
17 inclusive participation of youth in formal peace and
18 political transition processes, including in national
19 dialogues; civic engagement and political participa-
20 tion; reconciliation; and other political processes re-
21 lated to peace and security; and

22 (11) assist youth to create a more secure envi-
23 ronment in which youth actors may better carry out
24 their work in peace and security in relation to the

1 Action Plan and promote the physical and psycho-
2 logical recovery of young survivors of armed conflict
3 (d) REGIONAL PLANS.—Such Plan shall include spe-
4 cific implementation issues and considerations to be made
5 in consultation with each regional bureau of USAID and
6 the Department of State as part of the ongoing planning
7 processes within USAID, including relevant Country De-
8 velopment Cooperation Strategies and Joint Regional
9 Strategies.

10 **SEC. 8. DEVELOPMENT ASSISTANCE TO EXPAND TRAINING,**
11 **TECHNICAL ASSISTANCE, AND GRANTS MAN-**
12 **AGED AND CONTROLLED BY YOUTH LEAD-**
13 **ERS.**

14 (a) YOUTH, PEACE, AND SECURITY FUND.—The
15 USAID Youth Coordinator is authorized to establish a
16 grant program through an implementation mechanism as
17 determined by the Youth Coordinator, using amounts
18 from the Youth, Peace, and Security fund made available
19 pursuant to paragraph (3), may provide grants, emer-
20 gency assistance, and technical assistance to eligible
21 youth-led civil society organizations and youth
22 peacebuilding implementers who seek to achieve—
23 (1) peacebuilding;
24 (2) improved economic security;
25 (3) community violence intervention;

1 (4) conflict and crisis management;

2 (5) conflict resolution and people-to-people rec-
3 onciliation;

4 (6) post-conflict relief recovery, and rebuilding
5 efforts;

6 (7) assistance for individuals facing immediate
7 legal and safety concerns due to their participation
8 in any activity described in paragraphs (1) through
9 (5); and

10 (8) any programming based on a positive youth
11 development approach.

12 (b) AUTHORIZATION OF APPROPRIATIONS.—There
13 are authorized to be appropriated \$5,500,000 to carry out
14 this section. Amounts appropriated pursuant to the au-
15 thorization of appropriations under this subsection may be
16 referred to as the “Youth, Peace and Security Fund”.

17 **SEC. 9. DEFINITIONS.**

18 In this Act:

19 (1) CONFLICT.—The term “conflict” in this Act
20 is understood as an inevitable aspect of human
21 interaction, and present when two or more individ-
22 uals or groups pursue mutually incompatible goals.
23 “Conflict” is a continuum. When channeled con-
24 structively into processes of resolution, conflict can

1 be beneficial; however, conflict can also be waged
2 violently, as in war.

3 (2) CONFLICT PREVENTION.—The term “con-
4 flict prevention” is understood as deliberate efforts
5 to disrupt likely pathways to the outbreak, esca-
6 lation, or recurrence of violent conflict and promote
7 peaceful, resilient communities.

8 (3) DO NO HARM.—The term “Do No Harm”
9 refers to taking measures that ensure our efforts
10 and interventions do not put any individual or group
11 at increased risk of harm. As the legal, political, and
12 social context for diverse youth is challenging in
13 most countries where youth, peace, and security ac-
14 tivities occur, our engagement with youth and their
15 communities should be done thoughtfully as it can
16 raise their visibility and potentially put them at risk.

17 (4) INCLUSIVE DEVELOPMENT.—The term “in-
18 clusive development” is understood to mean the con-
19 cept that every person, regardless of their identity,
20 is instrumental in transforming their societies. De-
21 velopment processes that are inclusive yield better
22 outcomes for the communities that embark upon
23 them.

24 (5) MEANINGFUL YOUTH ENGAGEMENT.—The
25 term “meaningful youth engagement” is defined as

1 an inclusive, intentional, mutually respectful part-
2 nership between youth and adults whereby power is
3 shared and respective contributions, including young
4 people’s ideas, leadership, perspectives, skills, and
5 strengths, are valued.

6 (6) PEACEBUILDING.—The term
7 “peacebuilding” is understood as a range of efforts
8 at the community, national, and international levels
9 to address the immediate impacts and root causes of
10 conflict and violence before, during, and after it oc-
11 curs.

12 (7) RESILIENCE.—The term “resilience” in this
13 Act is understood as the ability of people, house-
14 holds, communities, countries, and systems to miti-
15 gate, adapt to, and recover from shocks and stresses
16 in a manner that reduces chronic vulnerability and
17 facilitates inclusive growth. In conflict and violence
18 prevention, resilience often refers to protective struc-
19 tures (personal, group, institutional) that buffer in-
20 dividuals from the effects of adverse experiences.

21 (8) VIOLENCE.—The term “violence” in this
22 Act is understood as the intentional use of physical
23 force or power, threatened or actual, against another
24 person or against a group or community that results

1 in or has a high likelihood of resulting in injury,
2 death, or psychological harm.

3 (9) VULNERABLE.—The term “vulnerable
4 youth”, “vulnerable populations”, or other such
5 iterations referred in this Act means a group of peo-
6 ple are vulnerable to situations or conditions, such
7 as those situations and conditions presented during
8 conflicts or instability. It is not meant to define any
9 group as having vulnerability as inherent to their
10 identity.

11 (10) ACTION PLAN.—The term “action plan”
12 means the United States Foreign Assistance Youth,
13 Peace, and Security Action Plan developed pursuant
14 to section 8.

15 (11) USAID.—The acronym “USAID” means
16 the United States Agency for International Develop-
17 ment.

18 (12) YOUTH.—The term “youth” means indi-
19 viduals who have attained 10 years of age and have
20 not attained 30 years of age.

21 (13) YOUTH COORDINATOR.—The term “Youth
22 Coordinator” means the individual designated by the
23 Administrator pursuant to section 6 to coordinate all
24 cross-sectoral international development efforts re-
25 lated to youth.

1 **SEC. 10. REPORTS.**

2 (a) INITIAL REPORT.—Not later than 1 year after
3 the date of the submission of the United States Foreign
4 Assistance Youth, Peace, and Security Action Plan re-
5 quired under section 7, the USAID Administrator shall
6 submit to Congress a report that describes the status of
7 the implementation of such Plan.

8 (b) CONTENT.—The report required under subsection
9 (a) shall—

10 (1) contain a summary of such Plan as an ap-
11 pendix;

12 (2) describe the progress made in implementing
13 such Plan;

14 (3) identify the indicators and measure results
15 over time, including disaggregated data on YPS
16 grant funds obligated to support children and youth
17 and their meaningful engagement in United States
18 foreign assistance programming, as well as the
19 mechanisms for reporting such results in an open
20 and transparent manner;

21 (4) contain a transparent and detailed account-
22 ing of USAID spending to implement such Plan and
23 related activities;

24 (5) describe how such Plan leverages the United
25 States peace and security programs; and

1 (6) assess the increased access of youth-led and
2 youth-serving organizations to grants provided by
3 USAID.

4 (c) SUBSEQUENT REPORTS.—For the 6-year period
5 beginning on the date of the submission of the initial re-
6 port required under subsection (a), the USAID Adminis-
7 trator shall submit to Congress a report on the status of
8 the implementation of such Plan, the progress made in
9 achieving the elements described in section 8(a), and any
10 changes to such Plan every other year since the date of
11 the submission of the most recent prior report.

12 (d) PUBLIC AVAILABILITY OF INFORMATION.—The
13 information referred to in subsections (a) and (b) shall
14 be timely made available on the public website of USAID
15 in a consolidated, downloadable, and machine-searchable
16 format.